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ABSTRACT

The purpose of this study was to examine certification requirements for trade and industrial (T&I) education teachers across the United States. Data were collected through mailed surveys to state supervisors for T&I education. After two follow-up mailings, responses were received from all states except California and the District of Columbia. Survey results indicated that, in general, certified T&I teachers teach secondary and postsecondary students, are required to have at least a high school diploma, may attend a 1- to 2-week preservice workshop prior to teaching, and are likely to take an occupational competency examination for which they may receive university credit toward certification and a degree. T&I teachers often reach a standard or permanent certificate with less than a bachelor's degree. As many T&I teachers may have completed very few credit hours in general and professional education, a state teacher's examination may create challenges for T&I teachers and the state supervisors, teacher educators, and local administrators who work with the teachers. Limitations of the study were the following: certification requirements are in a constant state of change; there appeared to be confusion within states regarding certification requirements; and the definition of T&I education appears to vary from state to state. (A table listing certification requirements by state is included in the paper.) (CML)

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TRADE AND INDUSTRIAL EDUCATION TEACHERS: A NATIONAL STUDY OF CERTIFICATION REQUIREMENTS

Presented to the

TRADE & INDUSTRY RESEARCH FORUM

By

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U.S. DEPARTMENT OF EDUCATION
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December 4, 1989
Orlando, Florida

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Trade and Industrial Education Teachers: A National Study of Certification Requirements

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Central State University
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Statement of the Problem:

The purpose of this study was to examine certification requirements for Trade and Industrial (T&I) Education teachers across the country. This study was conducted by the Trade and Industrial Education Research Committee, a standing committee of the Trade and Industrial Division of the American Vocational Association.

Specific Objectives:

The specific objectives of this study included:

1. Collect basic information describing the structure of Trade and Industrial Education in each state. Emphasis was on the average contact hours per day with secondary and postsecondary students and the types of programs that require a teacher to obtain a certificate.

2. Collect information related to preservice or initial certification requirements. Emphasis was on work experience, educational requirements, preservice workshops, and use of an occupational competency examination.

3. Collect information regarding the use of occupational competency examinations in each state.

4. Collect information related to standard or permanent teaching certificate requirements. Emphasis was on degree requirements, specific Trade and Industrial Education courses, and the use of a state or national teacher examination.

5. Collect information related to the renewal of standard or permanent teaching certificates.

Method

Design

The design selected to conduct this study and answer the questions posed by the objectives was the survey method.

Instrumentation

The survey instrument was designed to answer the questions posed by the study objectives. The preliminary instrument was developed and then reviewed by members of the Research Committee. The final survey instrument contained twenty items across five areas. These included a description of Trade and Industrial Education in the state, the requirements for preservice or initial certification, occupational competency examinations, standard or permanent certification, and certificate renewal.

In 1988 the survey and a cover letter was sent to the state supervisor for Trade and Industrial Education in each state. Additional surveys were sent to those states not responding. After the second mailing, a list of those states not responding was compiled. A third survey was then sent to the state supervisor in these states with additional surveys being mailed to selected teacher educators in the same state. The final report contains responses from all states with the exception of California and the District of Columbia.

Results

The primary purpose of this study was to examine certification requirements for Trade and Industrial (T&I) Education teachers across the country. A summary of the results are presented in the eight pages of data tables. These tables include the response from each state for each of the items contained in the survey instrument. The complete report consists of 106 pages, two pages for each state.

The results of the survey will be discussed in general for each of the survey questions. As there are many variables which relate to certification of T&I teachers, general trends within the data will be examined. When percentages and averages are reported, they are approximate values.

1. Item one asked for the name of the state. Surveys were received from all states with the exception of California and the District of Columbia. Repeated mailings to various individuals failed to yield a completed survey.

2. The average hours per day a T&I teacher would have contact with a secondary student ranged from 1 to 6 with an approximate average of 3.8 hours per day.

3. The average hours per day a T&I teacher would have contact with a postsecondary student ranged from 0 to 6 hours. About 27% of those responding indicated that T&I teachers had no contact with postsecondary students. Those having contact with postsecondary students indicated that the average contact time was approximately 4.9 hours.

4. Students enrolled in T&I programs taught by certified T&I teachers were both secondary and postsecondary students. However, these students were taught in different settings:

Secondary programs only:	41%
Postsecondary programs only:	0%
Secondary programs and postsecondary programs (but students not mixed in the same program)	14%
Secondary and postsecondary students mixed in the same programs	12%
Secondary programs, postsecondary programs, and programs with secondary and postsecondary students in the same program	33%
	100%

In examining this data, it appears that 41% of the states report traditional, secondary T&I programs. The remaining 59% report that adult students are being served by certified T&I teachers.

Preservice or initial certification requirements PRIOR TO STARTING TO TEACH

5. Work experience (beyond the learning period) in the trade to be taught ranged from 1 to 8 years with an average of approximately 3.6 years. In reviewing the responses to this question, it appears that a number of other factors effect the required number of years of work experience in various states. These factors include whether or not the individual has a degree, if the degree is in the field to be taught, if the individual had attended a vocational or technical school, and if the individual is teaching at the secondary or postsecondary level.

6. Recency of work experience required for initial certification ranged from no recency requirement to within the past 10 years. For those states with a recency requirement, the average was approximately 5.5 years. The number of years varied in some states depending on the level of teaching (secondary or postsecondary) and whether or not the individual had attended a vocational or technical school.

   In examining the two preceding items, the average work experience requirement is 3.6 years within the previous 5.5 years.

7. A high school diploma or equivalent is required in all states with the exception of Alaska, Iowa, Minnesota, and Utah.

8. An associate degree (but not a bachelors) is required in Georgia. Michigan and Oregon both indicate that an associate degree is required but that the bachelors degree is also required if the individual is to be credentialed.

9. A bachelors degree is required in Connecticut (for some certificates), Hawaii, Michigan (if to be credentialed), Nebraska (only for secondary teachers), Nevada, Oregon (if certifying through the university route), and Wisconsin.

10. Approximately 41% of the states indicated that teachers attended a pre-service workshop prior to beginning to teach. The length of the workshop ranged from 18 hours to 6 weeks with an average length of about 9 days. Some states require the individual to attend within the first 60 days, during the first year or teaching, at the discretion of the teacher, or to meet requirements of the local education agency.

11. Approximately 41% of the states indicated that teachers must pass an occupational competency examination at some point during the certification process. The major factor which put this requirement into effect was outdated or limited work experience. Other factors which determine whether an individual must take an occupational competency examination include the level of teaching (secondary or postsecondary), if the individual holds a certified license in their occupational area, or if the test is to be used as an option to work experience.

Occupational Competency Examination

12. Those completing the survey were asked to indicate what type(s) of occupational competency examination(s) were used in their state. For those states using occupational competency examinations, approximately 59% use the NOCTI examinations, 14% use state or locally developed examinations, and 37% use other examinations. Over 27% of the respondents indicated that no competency examinations were used. These total more than 100% as many states use more than type of examination. Respondents indicated that in some cases the choice of examination is made by the local education agency.
Differences between the responses to items 11 and 12 may be due to the fact that occupational examinations may be used but are not required.

13. Respondents were asked whether individuals could receive university credit for passing an occupational competency examination. Approximately 55% responded in the affirmative. There appeared to be quite a range in terms of the number of credit hours awarded for successful completion of the examination. Semester hours awarded ranged from 3 to 45 while quarter hours ranged from 18 to 60.

    Five of the respondents indicated that the hours awarded for passing an occupational examination were recorded as grades. In all other instances the hours were recorded as pass/fail. These hours (graded and pass/fail) may be part of a degree program in almost every state.

    In some states the universities determine the number of hours awarded for completion of an occupational competency examination. In some situations the hours are not recorded until a student has earned a specified number of hours and/or has met specific work experience requirements.

Standard or Permanent Teaching Certificate Requirements

14. Respondents were asked whether individuals could receive a standard or permanent certificate with less than a bachelors degree. There appeared to be some confusion due to different certification terminology and the levels of the various certificates used in the states.

    There were 2 states which indicated that no hours were required to receive this level of certificate, 22 indicated that 1-29 hours were required, 6 indicated 30-59, 6 indicated 60-89, 4 indicated 90 or more hours, and 8 did not respond to the item (these states require a degree, there is no standard certificate for T&I teachers without a degree, this level of certificate can be obtained through work experience hours, or this is a decision of the local education agency).

15. When asked whether individuals were required to have a bachelors degree to receive a standard or permanent certificate, 14 states responded in the affirmative. This is not consistent with the response to item 14. Once again, this appears to be due to differences in terminology as it relates to certification.

16. Indiana is the only state where a teacher is required to have a masters degree in order to receive a standard or permanent teaching certificate.

17. Respondents were asked to identify courses required specifically for T&I teachers. These were not to be general education or professional education courses. The survey item listed seven common T&I certification courses and respondents were asked to identify those required in their state. In addition, space was provided for other courses to be listed.

In reviewing the responses to this item, there appeared to be some confusion. First, some respondents listed what are typically considered professional education courses. Secondly, in examining the pattern of responses from some states it appeared that respondents may have been identifying the courses that "should" be taken by T&I teachers as opposed to the courses which "are" taken.

This is a listing of the courses presented in the survey and the percentage of the states that require this course for T&I teachers:

Safety:	39%
Shop Organization and Management:	63%
Job and Task Analysis:	55%
Course and Curriculum Development:	71%
VICA Management:	22%
Methods of Teaching T&I:	78%
History and Philosophy of T&I:	45%

Additional courses listed:

Cooperative Education
Audio Visuals
Organizing Instructional Materials
Test and Measurements
History and Philosophy of Vocational Education
Educating the Handicapped
Educational Psychology
School and Industrial Relations
Vocational Guidance
Supervised Teaching
Reading in Vocational Education
Human Relations
Equity Education

Five states indicated that no specific courses were required for T&I teachers. Others indicated that PBTE modules were the basis for certification experiences, that specific courses were selected by the local education agency, and that some of the courses presented in the survey were combined into one course.

18. Respondents were asked if a state or national teacher examination is administered to T&I teachers in their state. This is not an occupational competency examination but one similar to the National Teacher Examination (NTE). Eighteen states indicated that such an examination is given to T&I teachers in their state. However, in some of these states this applies only to those T&I teachers having a degree or following the college or university route to initial certification. Many states use the NTE, however, some states use their own test. In Texas, for example, teachers are required to take the Texas Examination of Current Administrators and Teachers (TECAT).

Standard or Permanent Certificate Renewal Requirements

19. Respondents were asked to indicate whether standard or permanent certificates must be renewed. In approximately 86% of the states, T&I teachers are required to renew this type of certificate. In some states this certificate is renewed based only on recent teaching experience.

20. The final question in the survey asked how teachers may renew a standard certificate. Teachers may renew their standard certificates through successful teaching, university courses, industrial work experience, seminars, workshops, and points earned through local education activities.

Limitations of the Study

There were three primary limitations to this study. These include:

1. Certification requirements are in a constant state of change. Many states reported that their requirements were being reviewed and that changes were anticipated. The results of this survey can be considered only a glimpse of certification requirements at one point in time.

2. There appears to be confusion within states regarding certification requirements. Invariably, if two surveys were received from the same state there would be discrepancies between the responses. As this study is based on the responses from state T&I supervisors and not by obtaining and reading actual certification regulations, the background experience and survey interpretation by the individual completing the survey may bias the results.

3. The definition of Trade and Industrial Education appears to vary from state to state. What is defined as T&I in one state might be considered Industrial Arts or Technology Education in another. As Industrial Arts certification typically requires a degree, this created some difficulties in interpreting the results of this study.

Discussion and Implications

In examining the data it is apparent that there are a number of certification patterns for Trade and Industrial Education teachers across the country. In general, certified Trade and Industrial teachers appear to teach secondary and postsecondary students, are required to have at least a high school diploma, may attend a one to two-week preservice workshop prior to teaching, and are likely to take an occupational competency examination for which they may receive university credit towards certification and a degree. In addition, T&I teachers often reach some sort of standard or permanent certificate with less than a bachelors degree. This may be a concern in that a significant number of states are using some sort of teachers examination for T&I teachers. As many of the T&I teachers may have completed very few hours in general and professional education, this type of examination may create challenges for the T&I teachers and the state supervisors, teacher educators, and local administrators working with these teachers.

While there are many similarities in the certification requirements across the country, one area that appeared to be very different from state to state was that of the courses required for T&I teachers. In some states there were no specified courses while in others there are specific courses the teacher must complete. It was interesting to note that very few states required a course in VICA yet vocational student organizations are mandated in the federal legislation. The National Association of State Supervisors of Trade and Industrial Education (NASSTIE) may want to examine this area of certification if an effort to standardize T&I certification requirements across the country is to be attempted.

Recommendations

In reviewing the findings of this study, the following recommendations are presented:

1. That subsequent studies focus on the actual certification guidelines published in each state. This would prevent personal opinion or lack of knowledge regarding certification requirements from biasing the results.

2. That periodic studies be conducted and the results forwarded to the state supervisors of Trade and Industrial Education in an effort to keep them informed as the latest trends in T&I certification.

3. That subsequent studies also examine the general education and professional education requirements for full certification of T&I teachers. This information will of assistance to those wishing to standardize the certification of T&I teachers.

For More Information

For a complete copy of this report (106 pages) on a disk formatted on an IBM PS2 - Model 30 with DOS 3.30 and stored in WordPerfect 4.2 (full report) and 5.0 (report summary) send the following items to the address given below:

A 5.25" or 3.5" disk and a self-addressed, pre-stamped envelope to

Dr. Rick Sullivan
Vocational Education Department
Central State University
Edmond, Oklahoma 73034-0120

Include a letter requesting the results of the T&I certification study and a copy will be sent out to you immediately. In the event you do not have access to a computer and would like to purchase a copy of the results (duplication and mailing costs only) please indicate so in your letter or call (405) 341-2980, extension 5741.

TRADE AND INDUSTRIAL EDUCATION TEACHERS:
A NATIONAL STUDY OF CERTIFICATION REQUIREMENTS

				Preservice or Initial Certification Requirements						
State 1	Sec 2	Psec 3	Cert 4(#1)	Work 5	Exp 6	HS 7	AD 8	BD 9	Wkshp 10	NOCTI 11
AL	5	6	S,PS	7 or 3 + tech schl	5(PS),10or 5(tech sc)	Yes	No	No	Yes 1 week	Yes(PS) No (S)
AK	1	4-5	S	4 or 2 + voc schl	No	No	No	No	No	No
AZ	2	3	S, PS, *SPS	3, 1 with BS in InEd	5	Yes	No	No	No	No
AR	2	4	S, PS, SPS	2	No	Yes	No	No	No	Yes
CA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
CO	2	3	*S, PS	5	9	Yes	No	No	Yes 1 week	Yes
CT	*2-6	None	S	*3-8	*3-5	Yes	*No	*Yes and No	*Yes 3 days	*No
DE	3	None	S	2	No	Yes	No	No	No	*No
DC	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
FL	5	6	S,PS SPS	6	5	Yes	No	No	No	No
GA	2	6	S,PS	2	7	Yes	Yes	No	Yes 6 weeks	Yes
HI	1	NR	S	2	No	NR	NR	Yes	No	No
ID	5	6	S,PS, SPS	8	5	Yes	No	No	Yes 2 weeks	No
IL	2	2	SPS	1	No	Yes	No	No	No	No

N/A: Not applicable
NR: No response
*: See complete report for qualifying statement or comment
#1: S= Secondary; PS= Post-secondary; SPS = Secondary and post-secondary mixed

TRADE AND INDUSTRIAL EDUCATION TEACHERS: A NATIONAL STUDY OF CERTIFICATION REQUIREMENTS

Competency Examination						Standard/Permanent Cert Reqmnts				Renewal	
State 1	Type(#2) 12	Credit(#3) 13	a	b	c	<BD 14	BD 15	MD 16	Exam 18	Renew 19	Course 20 (#4)
AL	N, O	Yes	*Q	P/F	NR	57 Q	No	No	*No	Yes	OT
AK	N/A	No	N/A	N/A	N/A	NR	Yes	No	No	Yes	U, IN, IU
AZ	NR	No	N/A	N/A	N/A	*30-59	No	No	Yes	Yes	*U
AR	N, O	Yes	36 S	G	Yes	*None	NR	NR	No	Yes	OT
CA	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
CO	N, S, O	Yes	45 S	P/F	Yes	1-29	No	No	Yes	Yes	U, IU
CT	N, S, O	Yes	25 S	P/F	Yes	*30-59	Yes	No	Yes	Yes	U
DE	N	Yes	9 S	P/F	Yes	60-89	No	No	Yes	Yes	OT
DC	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
FL	N, O	Yes	45 P	P/F	Yes	60-89	No	No	Yes	Yes	U,IN,IU
GA	N	Yes	25 Q	P/F	Yes	90+	NR	NR	No	Yes	U,IN,IU
HI	NR	Yes	NR	P/F	Yes	NR	Yes	NR	Yes	No	NR
ID	N	No	N/A	N/A	N/A	*90+	No	No	No	Yes	U, IN, IU, OT
IL	*NR	NR	NR	NR	NR	60-89	NR	NR	No	No	OT

N/A: Not applicable
NR: No response
*: See complete report for qualifying statement or comment
#2: N = NOCTI; S = State or local examination; O = Other approved examination
#3: Q = Quarter hours; S = Semester hours; P/F = Pass/fail; G = Graded
#4: U = University courses; IN = Industry work with no credit; IU = Industry work with credit; OT = Others (see complete report)
Note: For the responses to question #17 (list of courses), see report.

TRADE AND INDUSTRIAL EDUCATION TEACHERS: A NATIONAL STUDY OF CERTIFICATION REQUIREMENTS

				Preservice or Initial Certification Requirements						
State 1	Sec 2	Psec 3	Cert 4(#1)	Work 5	Exp 6	HS 7	AD 8	BD 9	Wkshp 10	NOCTI 11
IN	6	None	S	*3-5	No	Yes	No	No	*Yes and No	No
IA	6	6	SPS	3	3	No	No	No	Yes 1 week	*Yes
KS	3	6	S, PS SPS	2	No	Yes	No	No	Yes 1 week	Yes
KY	5	6	S, PS SPS	4	5	Yes	No	No	Yes 1 week	Yes
LA	2-3	6	S, PS SPS	*4 or 6	3 (PS) 5 (S)	Yes	No	No	Yes 1.5 weeks	Yes
ME	5	5	S	3	5	Yes	No	No	Yes 2 weeks	*Yes and No
MD	6	6	S,PS, SPS	*2-5	No	Yes	*No	*No	*No	No
MA	6	6	S,PS	6	9	Yes	No	No	No	Yes
MI	5	*None	S	2	6	Yes	*Yes	*Yes	No	Yes
MN	1	5	SPS	3000 hr(S) 8000 (PS)	5	No	No	No	Yes 1 week	No
MS	6	6	*S	2	*No	Yes	No	No	Yes 1 week	Yes
MO	6	6	S,PS, SPS	3	9	Yes	No	No	Yes 2 weeks	No
MT	2	5	S,PS	5	5	Yes	No	No	No	Yes
NE	3	5	S,PS	1 (S) 5-7 (PS)	3	Yes	No	Yes(S) No(PS)	Yes(PS)5wk No (S)	No

N/A: Not applicable
NR: No response
*: See complete report for qualifying statement or comment
#1: S= Secondary; PS= Post-secondary; SPS = Secondary and post-secondary mixed

TRADE AND INDUSTRIAL EDUCATION TEACHERS:
A NATIONAL STUDY OF CERTIFICATION REQUIREMENTS

Competency Examination						Standard/Permanent Cert Reqmnts				Renewal	
State 1	Type(#2) 12	Credit (#3) 13	a	b	c	<BD 14	BD 15	MD 16	Exam 18	Renew 19	Course 20 (#4)
IN	*NR	*Yes & No	28 S	P/F	Yes	NR	Yes	Yes	Yes	Yes	U, IN OT
IA	N,O	*Yes	NR	NR	Yes	1-29	No	No	No	Yes	U,IN, IU
KS	N,O	Yes	*1-24	P/F	Yes	0	No	No	No	Yes	U,IN, IU
KY	N,S	Yes	18 S	G	Yes	*NR	*NR	*NR	*Yes	Yes	*U,IN, IU
LA	NR	*No	N/A	N/A	N/A	15 hours	No	No	No	No	N/A
ME	N,S O	No	N/A	N/A	N/A	*1-29	No	No	NR	Yes	OT
MD	NR	No	N/A	N/A	N/A	34	No	No	Yes	Yes	U, OT
MA	S	*No	N/A	N/A	N/A	1-29	No	No	No	Yes	U,IN, OT
MI	N	Yes	60Q	P/F	Yes	NR	Yes	No	No	*Yes	U,IU OT
MN	N	NR	NR	NR	NR	1-29	No	No	No	Yes	U,IN, OT
MS	N,S,O	No	N/A	N/A	N/A	1-29	N/A	N/A	No	Yes	OT
MO	*NR	*NR	NR	NR	NR	1-29	NR	NR	No	Yes	U,IN, IU,OT
MT	N,O	Yes	60Q	P/F	Yes	30-59	No	No	Yes	Yes	U,IN, IU,OT
NE	NR	No	N/A	N/A	N/A	1-29	*Y (S) No(PS)	No	No	*Yes (S)	U

N/A: Not applicable
NR: No response
*: See complete report for qualifying statement or comment
#2: N = NOCTI; S = State or local examination; O = Other approved examination
#3: Q = Quarter hours; S = Semester hours; P/F = Pass/fail; G = Graded
#4: U = University courses; IN = Industry work with no credit; IU = Industry work with credit; OT = Others (see complete report)
Note: For the responses to question #17 (list of courses), see report.

TRADE AND INDUSTRIAL EDUCATION TEACHERS: A NATIONAL STUDY OF CERTIFICATION REQUIREMENTS

				Preservice or Initial Certification Requirements						
State 1	Sec 2	Psec 3	Cert 4(#1)	Work 5	Exp 6	HS 7	AD 8	BD 9	Wkshp 10	NOCTI 11
NV	4	5	S	8	No	Yes	No	Yes	No	No
NH	2	None	S	*NR	No	Yes	No	No	*No	No
NJ	3	3	*S,PS SPS	4	*5	Yes	No	No	No	No
NM	*1-3	*1-6	*S,PS, SPS	2-5	*No	Yes	No	*NR	No	No
NY	2	2	S	4	No	Yes	No	No	No	No
NC	5	6	S	4	3	Yes	No	No	No	No
ND	6	6	S,PS SPS	2	3	Yes	No	No	Yes 1 week	Yes
OH	4	3-5	*S	2 (BS) 3(AD) & 5	3 within past 5yrs	Yes	No	*No	Yes 4 weeks	No
OK	3	4	S, PS SPS	3	5	Yes	No	No	*Yes 1 week	Yes
OR	5-10	4	S	3	5-7	Yes	*Yes & No	*Yes and No	No	*No
PA	3	*NR	S	2	No	Yes	No	No	No	Yes
PR	2	5	SPS	3	No	Yes	No	No	No	No
RI	6	None	S	5	No	Yes	No	No	No	Yes
SC	6	NR	S	8	5	Yes	No	No	No	Yes

N/A: Not applicable
NR: No response
*: See complete report for qualifying statement or comment
#1: S= Secondary; PS= Post-secondary; SPS = Secondary and post-secondary mixed

Competency Examination						Standard/Permanent Cert Reqmnts				Renewal	
State 1	Type(#2) 12	Credit (#3) 13	a	b	c	<BD 14	BD 15	MD 16	Exam 18	Renew 19	Course 20 (#4)
NV	O	No	N/A	N/A	N/A	6	No	No	No	Yes	U, OT
NH	*NR	*Yes	NR	P/F	Yes	None	No	No	No	Yes	U, OT
NJ	O	No	N/A	N/A	N/A	60-89	No	No	Yes	No	N/A
NM	None	N/A	N/A	N/A	N/A	1-29	No	No	No	Yes	U, IN, OT
NY	N,S, O	Yes	18 S	P/F	Yes	60-89	No	No	Yes	No	N/A
NC	*N,O	No	N/A	N/A	N/A	1-29	No	No	No	Yes	U, IN, OT
ND	N	No	N/A	N/A	N/A	1-29	No	No	No	Yes	OT
OH	N, S, O	Yes	18 S	P/F	Yes	30-59	Yes	*No	*Yes	Yes	U,IU, OT
OK	N, S, O	Yes	24 S	P/F	Yes	*NR	Yes	No	No	Yes	U, IN IU
OR	*N	Yes	45Q	P/F	*Yes	*9	Yes	No	*Yes	Yes	U, IN, IU, OT
PA	N	Yes	24 S	P/F	*Yes	*NR	NR	NR	*Yes	No	OT
PR	NR	No	N/A	N/A	N/A	90+	NR	NR	No	Yes	U
RI	N	Yes	32 S	P/F	Yes	NA	Yes	No	No	Yes	U
SC	S	No	N/A	N/A	N/A	1-29	No	No	Yes	Yes	U, IN, IU

N/A: Not applicable
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				Preservice or Initial Certification Requirements						
State 1	Sec 2	Psec 3	Cert 4 (#1)	Work 5	Exp 6	HS 7	AD 8	BD 9	Wkshp 10	NOCTI 11
SD	2	6	S,PS	5	10	Yes	No	No	During 1st Year	*Yes
TN	6	None	S	5	No	Yes	No	No	Yes 18 hours	*No
TX	5	None	S	3 (degree) 5 (no deg)	No	Yes	No	No	No	No
UT	2	4	*S,PS, SPS	*6	No	No	No	No	No	*Yes
VT	6	None	SPS	2 (degree) 6 (no deg)	3	Yes	No	No	*No	*NR
VI	2	None	S	None	3	Yes	No	No	No	No
VA	3	3	S,PS, SPS	2	9	Yes	No	No	No	*No
WA	5	5	S,PS, SPS	3	2 within past 6	Yes	No	No	*No	No
WV	5	6	S,PS, SPS	3(HOE) 6(T&I)	0(T&I) 3(HOE)	Yes	No	No	Yes 2 weeks	Yes
WI	2	None	S	1	9	Yes	NR	Yes	No	No
WY	5	4	SPS	2	3	Yes	No	No	Yes 1 week	No

N/A: Not applicable
NR: No response
*: See complete report for qualifying statement or comment
#1: S= Secondary; PS= Post-secondary; SPS = Secondary and post-secondary mixed

TRADE AND INDUSTRIAL EDUCATION TEACHERS: A NATIONAL STUDY OF CERTIFICATION REQUIREMENTS

Competency Examination						Standard/Permanent Cert Reqmnts				Renewal	
State 1	Type(#2) 12	13	Credit (#3) a	b	c	<BD 14	BD 15	MD 16	Exam 18	Renew 19	Course 20 (#4)
SD	N	No	N/A	N/A	N/A	NR	Yes	NR	No	Yes	U,IN, OT
TN	N,S	Yes	3 S	G	Yes	*1-29	No	No	No	Yes	U,IN
TX	None	*Yes	NR	NR	NR	16 hours	No	No	*Yes	No	U
UT	N	Yes	18 Q	G	Yes	18 hours	No	No	No	*Yes	OT
VT	N	Yes	up to 30 S	P/F	Yes	1-29	*No	*No	No	Yes	U,IN, IU,OT
VI	O	No	N/A	N/A	N/A	1-29	No	No	No	Yes	U,IN
VA	N,O	Yes	18-30 S	P/F	Yes	*1-29	Yes	*NR	No	Yes	U,IU, OT
WA	None	NR	NR	NR	NR	No Stand. Cert.	NR	NR	No	Yes	U,IN, IU,OT
WV	N	Yes	30 S	P/F	Yes	30-59	No	No	No	Yes	U,IN, IU
WI	NR	No	N/A	N/A	N/A	NR	Yes	No	No	Yes	U,IU
WY	S,O	Yes	16S,	G	Yes	90+	*Yes	No	Yes	Yes	U,IU, OT

N/A: Not applicable
NR: No response
*: See complete report for qualifying statement or comment
#2: N = NOCTI; S = State or local examination; O = Other approved examination
#3: Q = Quarter hours; S = Semester hours; P/F = Pass/fail; G = Graded
#4: U = University courses; IN = Industry work with no credit; IU = Industry work with credit; OT = Others (see complete report)
Note: For the responses to question #17 (list of courses), see report.